Unit 2, Modules 1 & 2 – Exploring and understanding issues and voices and informed discussion

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| **Excelling** | Presents information in a variety of ways including full sentences, paragraphs, note form and organises linked information into sections | Explains a range of information on topic in a non-biased and clear manner | Includes headings and subheadings throughout, with a range of relevant information | Uses eye contact, even pace, correct stance and tone and engages audience, speaks about the topic rather than reading from notes | Applies tense consistently and accurately throughout the text | Uses paired adjectives to describe nouns throughout the text | Uses and explains the meaning of correct technical and specialist language | Integrates detailed notes into the plan, including paraphrased and summarised information | Corrects errors in their text and reviews meaning and detail in text | Discusses feedback to improve understanding and application and provides feedback to peers on their texts | Submits final copy with correct structure and language | Accesses tools to spell familiar and unfamiliar words correctly | Uses a range of complex punctuation correctly (e.g. quotation marks for direct speech, apostrophes and commas, full stops and question marks to end sentences) | Uses compound/  complex sentences in line with standard Australian English grammar and varies sentence type and beginnings for effect |
| **Achieving** | Presents information in full sentences and paragraphs, organises linked information into sections | Includes a range of information written in own words and in a non-biased manner | Includes heading and subheadings with some relevant information | Looks at audience every now and then and attempts to speak about the topic rather than read | Applies tense consistently throughout the text | Uses adjectives to describe nouns throughout the text | Uses and explains the meaning of correct technical and/or specialist language | Writes a plan outlining key information for each section of the text | Corrects errors in their text | Discusses feedback to improve understanding and application | Submits final copy with identified errors corrected | Utilises familiar words and tools to spell correctly | Uses a range of correct punctuation (e.g. apostrophes and commas, full stops and question marks to end sentences) and correct capitalisation | Uses compound/ complex sentences in line with standard Australian English grammar |
| **Satisfactory** | Presents information in full sentences and paragraphs | Includes a range of information on the topic | Includes heading and subheadings | Attempts to look at audience and can use some aspects of body language | Uses correct tense in parts of the text | Uses adjectives to describe key nouns | Uses correct technical and/or specialist language | Organises information into relevant groups | Identifies errors in their text (spelling, sentence structure, word choice etc.) | Applies feedback to their text | Submits final copy containing errors identified in the drafting process | Spells key terms correctly | Uses simple punctuation (e.g. full stops and question marks to end sentences) and correct capitalisation to begin sentences and for proper nouns | Uses simple sentences in line with standard Australian English grammar |
| **Not yet satisfactory** | Presents information in note form | Includes some information on the topic | Includes some headings | Reads material hesitantly without usual intonation. | Uses a variety of inconsistent tenses | Uses nouns | Uses colloquial or slang language | Brainstorms information on the topic | Writes the text | Submits text for feedback | Submitsdraft as final copy | Attempts to spell words | Uses simple punctuation (e.g. full stops and question marks to end sentences) | Attempts written language that uses standard Australian English grammar |
| Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown |
| **Criteria** | **Structure and features** | **Information** | **Formatting** | **Spoken language** | **Tense** | **Vocabulary** | **Appropriate language and terminology for topic** | **Planning for written and/ or spoken task** | **Drafting and proofreading** | **Feedback** | **Final copy** | **Spelling** | **Punctuation** | **Grammar** |
| **Structure** | | | **Language features** | | | | **Writing process** | | | | **Control of language** | | |
| Use full sentence answers when responding to a question.  E.g. Why does Adam Goodes read to his daughter each night?  *Adam Goodes reads to his daughter each night* ***because*** *he believes reading is important and she loves it.*  Can you see that there are two parts to your written answer? Use the question as part of your answer. | | | **Present tense** = writing about an action that is currently happening.  *My story* ***is*** *about life in the suburbs. I* ***am*** *proud of my culture. The writer* ***tells*** *her story calmly.* ***The verb*** *provides the tense in these sentences.*  **Past tense** = used to describe actions that happened in the past.  *The boy* ***lived*** *on a boat for the first 13 years of his life.* ***The verb lived*** *provides the tense – past tense*  **Adjectives** = describing words.  *A* ***proud*** *student.*  Paired adjectives = two adjectives. A **proud, new** Australian citizen.  Language that suits the topic. = **specialist words** that are used for the topic.  E.g. *Prejudice, bias*, *success, on country and Indigenous.* | | | | Brainstorming = writing down everything you can think of about a topic.  **Adding to the Vocabulary Page for each task.**  **Plan** = organising your ideas so you know what to include in each section.  Use **the Anchor Charts** to help recall language and punctuation features. Refer to them.  Use the **Active Editing Steps** to proofread your work. | | Remembering basic writing organisation. Some may be able recall **TEEL** to help them plan their paragraphs. **T**opic sentence, **E**xample, **E**xplanation of example and **L**ink paragraph back to topic.  Always follow provided scaffolds and models to write up stories, responses and emails. See each unit for materials. | | Spelling tools = asking someone else, using a dictionary or thesaurus, using word check on a computer. Check the source.  Run-on sentence = **a long sentence with too many ideas in it.** *This house is too small and our family has lots of people in it so we need more space which this house just doesn’t have.*  Simple sentence = **one simple idea.** *This house is too small.*  Compound sentence = **joining two ideas.** *This house is too small because we are a big family so we need more space.*  Remember to use **Capital Letters** for proper nouns and to begin sentences after full stops. See, for example, the following: *Adam Goodes, Anita Heiss and Indigenous.* These are all proper nouns.  Use the **Active Editing Steps** to check your work. Refer to the **Anchor Charts**.  **Understand that sentences have a verb**. *The writers* ***told*** *their stories clearly.* | | |